

| KAPOW - HISTORY | | | | |
|---------------------------------------|---|--|--|--|
| Question | Question What was important to ancient Egyptians? | | | |
| Connections | Episodes of Learning | | | |
| KS1 | Where and when did the first civilisations appear? | | | |
| Events beyond | Why was the River Nile so important? | | | |
| living memory | How do we know so much about ancient Egyptians? | | | |
| KS2 | What do sources suggest about religious beliefs? | | | |
| | What happened after death? | | | |
| | Who ruled ancient Egypt? | | | |
| | Key Vocabulary | | | |
| achievement, aft creation, source, | erlife, beliefs, chronological, civilisation, continuity, trade | | | |
| Assessment | End of unit quiz | | | |

| | KAPOW - ART | | |
|---|--|--|--|
| Question | Ancient Egyptian scrolls | | |
| Connections | Episodes of Learning | | |
| KS1 | Exploring Ancient Egyptian art | | |
| to use a range of materials creatively to design and make products | Designing scrolls | | |
| | Making paper | | |
| KS2 | Scroll making | | |
| | Making zines | | |
| | | | |
| | Key Vocabulary | | |
| fold, imagery, infor | civilisation, colour, composition, convey, design, Egyptian, m, layout, material, painting, papyrus, pattern, process, ure, shape, technique, zine | | |

Assessment End of unit quiz

| POWER MATHS - MATHS | | |
|---------------------|--------------------|--|
| Textbook | Units | |
| | Unit 7: Statistics | |
| В | Unit 8: Length | |
| | Unit 9: Fractions | |
| Mastering Number | Spring 2 | |

| Unit | Branching databases | | | |
|----------------------------------|--|--|--|--|
| Connections | Episodes of Learning | | | |
| KS1 | Yes or no questions | | | |
| Using technology purposefully | Making groups | | | |
| | Creating a branching database | | | |
| KS2 | Structuring a branching database | | | |
| Databases | Planning a branching database | | | |
| | Ways of presenting information | | | |
| | Key Vocabulary | | | |
| 1 | n, closed, collect, groups, tree structure, sort, ching, database, order | | | |
| Assessment End of unit quiz | | | | |

| KAPOW - SCIENCE | | | | |
|----------------------|--|--|--|--|
| Unit | Light and Shadows | | | |
| Connections | Episodes of Learning | | | |
| KS1 | Sources of light | | | |
| Everyday | What is reflection? | | | |
| materials | Where do shadows come from? | | | |
| KS2 | Shadows throughout the day | | | |
| | Investigating shadows | | | |
| | Using light and shadows | | | |
| | Working Scientifically | | | |
| I can identify odd r | ion, to describe patterns in data esults that do not fit the pattern. to make predictions for missing data. | | | |
| | Key Vocabulary | | | |
| luminous, observe | roup, investigation, light source, luminous, mirror, non- opaque, measure, patten, predict, record, reflect, e, shadow, translucent, transparent, variable | | | |
| Assessment | Assessment End of unit quiz | | | |

| JIGSAW - PSHE | | | |
|---------------|-----------------------------|--|--|
| Unit | Healthy Me | | |
| Connections | Episodes of Learning | | |
| KS1 | Being Fit and Healthy 1 | | |
| Healthy Me | Being Fit and Healthy 2 | | |
| | What Do I Know About Drugs? | | |
| KS2 | Being Safe | | |
| | Safe or Unsafe | | |
| | My Amazing Body | | |

| Question | Easter friendship, feelings and forgiveness | | | |
|-------------------------|---|--|--|--|
| Connections | Episodes of Learning | | | |
| KS1 | What do Christians believe about the Easter Story? | | | |
| | What is Palm Sunday? | | | |
| Easter celebrations, | Who were Jesus' Disciples? | | | |
| KS2 | Who was Judas Iscariot? | | | |
| Easter | Who was Peter? | | | |
| Performance | | | | |
| | Key Vocabulary | | | |
| | unday, Temple, Last Supper, Trial, Golgotha, Crucifixion, | | | |
| | ension, Hosanna, Maunday Thursday, Good Friday, Easte Followers, Holy Week | | | |
| | | | | |

| CHARANGA - MUSIC | | |
|------------------|------------------|--|
| Genre | Songs on a theme | |
| Unit | The Dragon Song | |

| LANGUAGE ANGELS - MFL | | |
|-----------------------|---|--|
| Unit | I am able | |
| Vocab Focus | 'je peux' and 'je ne peux pas', danser, chanter, sauter, cuisiner, faire du vélo, jouer d'un patiner, dessiner instrument, nager, parler français | |

| | PE |
|---------|-------------|
| Sport | Tennis |
| Outcome | Group Match |

| ENGLISH | | | |
|---------------|---------------------------------|--|--|
| Text | The Iron Man by Ted Hughes | | |
| Narrative | Novel as a theme | | |
| Non-Narrative | Diary entries | | |
| Poetry | The Iron Man by Brenda Williams | | |
| Assessment | Writing Moderation | | |

| Connections in the Curriculum | | | ESWAL |
|----------------------------------|---------------------------------|----------------|--------|
| Floral Pavilion Theatre Visit | Liverpool Museum Workshop | World Book Day | SCHOOL |